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ABSTRACT

British editors and authors have applied Jim Cummins' creative ideas in various settings in British schools, by using a novel technique of curriculum related assessment with bilingual children. Articles in five chapters demonstrate the flexibility, promise, and limitations of this technique. Articles include: "The Development of a Model of Curriculum Related Assessment" (Norah Frederickson and Tony Cline); "Context, Content, and Language" (Constant Leung); "Using Curriculum Related Assessment Sheets in the Primary Classroom" (Athene Grimble and Liz Filer); "Differentiating the Secondary Curriculum" (Deryn Hall); "The Cummins Framework as a Decision Making Aid for Special Education Professionals Working with Bilingual Children" (Usha Rogers and Alan Pratten); "The Application of Cummins' Model to Work with Students with Hearing Impairment" (Ann Robson); "A Study of Oral Language Proficiency of Portuguese Bilingual Children in London" (Olga Barradas); and "A Resource for Assessing the Language Skills of Bilingual Pupils" (Mike Haworth and John Joyce). (Contains references.) (NAV)

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